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VOLUME XVII., NUMBER 31.  
Whole Number 458.

NEW YORK, SEPTEMBER 4, 1880.

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New York, September 4, 1880.

### To Brother Editors.

It is righteous to credit the articles you publish to their right source. This we endeavor to do in our own columns, and we request the same dealing from those who copy from us. Many times have we seen our productions that have cost us labor and money ended with "Ex." or "Sel."!! Often our paper is spoken of as the N. Y. JOURNAL, which deprives it of its educational character; or as the SCHOOL JOURNAL of which there are a half dozen.

Good friends, copy from our columns, but give us credit.

### The Popular Dissatisfaction.

It may as well be admitted at the outset that the people are dissatisfied with the outcome of the schools. Some try to laugh this away. Supt. Marble, of Worcester, Mass., is an example. But as well try to stop the tides with a mop.

About nine tenths of the teachers try to ignore this fact—for fact it is. A few accept it, and are pained by it. Gail Hamilton says the schools have retrograded, and declares we must go backwards—but that is impossible. Dr. Holland thinks our form of education is not fitted to the requirements of the age.

The cause of the popular dissatisfaction lies mainly in the method of supplying teachers to the schools. The idea of public education is a grand one. To accomplish it trustees or committee men are chosen, and these hire teachers and build buildings, and the result is anxiously looked for. In but a few places can it be said that the people are satisfied. Here is an incident.

In a western town, Judge S— was a prominent friend of popular education. As soon as possible a building was

erected and a corps of teachers employed; in due time a larger building was erected; the little town has paid \$50,000 into a main building. The Judge now says: "If I thought that it would have turned out so, I would not have worked as I have."

"What is the matter?"

"The streets are filled with rude boys. There is no ambition or purpose among them; they read no books, only the story papers; they neglect the Sabbath; the patronize the beer shop; they have no substance to them; they are shiftless and lazy. I go abroad to get clerks for my office. I am obliged to send my children to some town where I am sure of a good teacher."

"Is this the fault of the schools?"

"It is, because the schools do not imprint character on the children."

"How about scholarship?"

"It is poor. They have more general knowledge than formerly, but that comes from the newspapers, I think. The spelling is poor; the penmanship and arithmetic are poor; but above all there is no pluck. A boy now wants to come at 9 o'clock and go away at three or four."

"May I ask again, is this the fault of the schools?"

"V—ll, I will tell you my experience. Seeing that my children came from school with no life in them, I found a school where the teacher was recommended as being very skillful. I sent them there at quite an expense. They returned different beings; they are a surprise to the town. That is because I had found a good teacher."

"But why not have such teachers in your school here?"

"That is what cannot be done at present. The trustees select persons they deem sufficiently qualified—they are influenced by considerations that should have but little weight."

"Not money?"

"Oh no. They put in some one who is recommended by Mr. A or Mr. B. They do not ascertain whether the person has character, skill and native ability."

"Do many feel as you do?"

"I think a very large part of the people who consider the question at all feel exactly as I do."

"What is the remedy?"

"That only men and women of character, skill, tried ability, earnestness, and possessing aptness should be selected. And then they should be properly paid and let alone. We rarely keep a teacher here two years."

### Educational Follies.

Christ wept over Jerusalem, and our Creator has undoubtedly wept over what men have done in the name of religion—burning people at the stake. In fact, it may sometimes be doubted whether advancing civilization is not a juggernaut that crushes its devotees under its wheels. What misery education has brought into the world! Once the school room was the place of torture. Whippings, cuffs, cudgelings, and the consequent groans, cries and tears were familiar to the school-boy. No wonder Shakespeare depicts him as creeping unwillingly to school. The knowledge forced upon him was just what he did not need to know.

Nor is the school-room yet purged of folly. Let us enter one and see. There are boys or girls arranged in a class. They have a book in their hands. In it the climate of Mexico, for example, is described. The child is required to learn this by heart, and he does so. Now, of what earthly use can it be when he does not know any thing about the climate of his own country! when, in fact, he has no conception of what climate is at all. This is but a sample of the whole work. We find even in High Schools that steam engines are explained from the book! A diagram is given, and that the teacher thinks enough.

We remember one of these. A lady who was walking with her pupils, and passing a shop, they pressed her to show them the steam engine. They went in, and she was unable to point out or name a single part, and yet she had taught philosophy for years—at least, she supposed so. And she had no mean rank in an institution of good standing. There was another lady who taught drawing in a school. One day several of the pupils visited her, and while there asked her to draw an object for them. She was obliged to confess she could not! And yet she

taught drawing in a normal school to 200 pupils, and held the post for years!

A young man took charge of a Department of Natural History in a high school, and in due time was put in charge of a class in Mineralogy. He got along swimmingly, until a boy brought in a pebble and asked him what kind of mineral it was. "It is not any kind; it's only a stone." But he was set to thinking, and he felt he knew nothing of mineralogy, though his class recited beautifully and delighted the examining committee.

A professor had taught chemistry acceptably, hearing lessons from the book, and occasionally manufacturing some oxygen or hydrogen. One day a pupil said to him "Professor, is there any good in knowing this chemistry?" "Not much, unless you are going to teach it!"

The folly of the middle ages was exploded somewhat by Pestalozzi. The book was the soul and centre of all things until then. The glorious old German laid aside the book, the everlasting book, and then the world started. Hear what a visitor says, who inspected his work in 1818: "Very few books are used; to teach in his way is extremely laborious; the teacher must talk, question, explain, and report. But in this way their capacities are brought into the field of the instructor." When will the rank folly be overthrown?

### The Method of Nature.

When the world emerged from the darkness of the middle ages it began to found schools. As little knowledge then existed, and as Greece and Rome stood before the scholar as great fountains of knowledge, every effort was made to drink deep from them. So that the schools first undertook to read Greek and Latin. The method of Aristotle, the verse of Homer and Virgil were all that a young man could show for four years of severe toil. Thus struggled on the teachers endeavoring to educate at an immense disadvantage. As if one should try to improve his muscular system by climbing a greased pole.

Pestalozzi discarded the artificial methods he found in use. Ambition and emulation he put out of the school-room as unnecessary. He claimed there was enough in the intuitive understanding of every child to accomplish its complete growth and the maturity of its faculties if its reason be properly trained and nourished, and not warped by injudicious treatment. There is a native and inherent life which only requires to be cherished by genial treatment to bring it into the full perfection of its being. He therefore insists on the greatest pains being taken to preserve this life in full vigor and to draw it out or develop it. He would reach the understanding at all times and let the memory take care of itself.

The method of nature is one thing, the artificial system of the school-room quite another. What has a prize to do with that company of boys I see playing on yonder hillside? When a plan of packing the memory is deliberately substituted for a culture of the understanding, then there is need of medals and gold watches to stimulate the flagging powers.

It is but a short time since a teacher of the old school said, "A boy in school cannot expect to be happy; it looks suspicious if he is so." This is the outcome of the artificial system and it is a horrible doctrine. The result is seen in the insane and the suicides that abound. What is education as thus defined? It is the accumulation of a given amount of material, much of it useless lumber, gathered from various sources and called knowledge. It does not regard the individual at all. But the natural system wholly regards the individual. What it asks, will promote his growth. Happiness it regards as one of the chief ends of life. We live to be happy; life without happiness is not life. It takes the individual and brings him in contact with nature, for from thence must all inspiration come. It induces the action of the senses, and of the reflective powers. It asks for reasons. It experiments and gradually passes beyond the immediate barrier and looks into things that are more removed. It compares the distant with the near and deduces conclusions. Finally it studies man—or society in general. The true teacher is very careful not to force conclusions. It is one thing, and far the easier to say "learn that thing." It is difficult to say "let us investigate and see how it will be."

The natural system is hard to employ. A shallow, barren-minded teacher may employ the artificial method only a large-minded man can teach aright.



## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## Beautify the School-Room.

By R. C. STEVENS.

Many teachers will begin school this month, and they should look well to the surroundings—the room, the floor, the desks, the windows, the walls, etc. Now sometimes all of these are in a bad state, so that the room looks like a prison. What can be done when all is to be done? It would be easier to tear down and build anew; but this cannot be done. I will tell you my own experience.

The building stood on a corner and had once been painted red. There was no fence around it and the hogs had rooted up what sod had once grown there. Inside the floor was dirty and rough. The space was filled with immense home-made desks which had once been painted blue. The blackboard was scratched and across it ran three white streaks, showing where the joints were. It looked dismal enough to me, but the trustee did not seem to notice the forbidding aspect.

I had it cleaned, scrubbed and the walls stopped up with mortar, and was thinking of having it whitewashed, when I bethought myself of seeing the people. I found one lady who entered into my plans. "Why not paper the walls," said she, and she and two or three others came over, and a plain paper was put on, and then it was whitewashed overhead, and curtains put at the windows.

I went over to the nearest town and got some pretty chromos to add to the "Yosemite valley," and they were put up with very cheap frames made by one of the boys. Shall I tell you about the frames? A number of laths were got and planed and put together, crossing each other at the corners, and then a brass nail was driven in. Then they were varnished. I got some mottoes put up and then I stopped. The great desks were too much for me.

The scholars had heard of the change that was taking place and their curiosity was raised. They were delighted on Monday morning, and made some suggestions about improving it still further. I was so successful about the wall paper that I went to Mrs. P— about a fence. The trustees talked it over and complained about the expense. But Mrs. P— went around and got subscriptions, and a neat fence was put up, with a gate that closes with a weight.

All this may seem very simple to those who have fine houses and who have nothing to do but walk in and out, but to those who are so often in poor school houses it may furnish a hint. Of one thing I am certain. The press has been sowing seeds that are springing up. There is Mrs. P—, she is intelligent on the subject of education. She knows about the kindergarten, object teaching, etc., and is very much respected. She talks on the subject to her neighbors, and a new building will be put up in a few years.

For the NEW YORK SCHOOL JOURNAL.

## The Word Method.

The teacher selects a few words and tells the pupil the name of them. Take *hat*, for example. The child is shown a hat; the word *hat* is printed at first on the blackboard, and the teacher by a lively conversation shows that one is the thing and the other the word. It will not require many words to teach the child the complete idea of *thing* and *sign*—the basis of all written language. The skillful teacher will join the *word* and *phonic* method. For example—the word *hat* has been learned, teach next *cat* and *mat*, writing *hat*, *cat* and *mat* under each other. The child's eye and ear will notice the similarity in shape and sound. A teacher who is not familiar with the phonic method may think she will not be able to use it, but it is a mistake. The child watches the motion of the lips. They know just how the lips are formed to give the H. Pronounce each element quite slowly—H-A-T, and get the pupil to imitate. Tell the pupil when he sees the H he is to give this — sound. Of course, there is to be learning words, reading, giving sounds suitably, systematically combined in order to be teaching.

A word now as to future lessons on *hat* as a starting point. Then will follow *hat*, *cat*, *mat*, *bat*, *rat*, *pat*, *sat*, *fat*. If *hat* and *cat* are well understood, it is perfectly wonderful how the others will follow. Even without knowing the sounds with which the other words begin, the pupil will know that they all end with the same sound.

The phonic method can be steadily used by dwelling on

the B in *bat* and M in *mat*, etc., the child learns the sound. The above are not reading lessons proper; they are lessons that grow out of and accompany the reading lessons, as *the cat runs*, etc., etc., for reading is the utterance of sentences. So that in the teaching of the words chosen the teacher should say, "Now hear me read (pointing.) The cat runs. Now you may read," etc., etc.

There will then be a (1) learning of words; (2) noting the formation of these words by sounds; (3) reading. It is very important that knowledge already acquired should be used to obtain new knowledge. Thus, the pupil knows *hat*—teach him the sound of M and he will have *mat*, etc., etc.

## Advice to a Teacher.

The following letter to Prof. Kennedy, who is well known as one of our ablest institute conductors, and his reply, contain so much that applies to so many of our schools, that we publish it. Mark the practical suggestions:

Prof. JOHN KENNEDY:

You said when at the Institute at — that you would advise me if I found trouble. It has come in a mild form. I am at a loss to teach geography in an interesting form without any maps or globe. The geographies used are too old for the children, and without help from maps or a globe I find it hard to make the study entertaining or instructive. I have consulted the trustee and receive always the same answer, "We had maps a few years ago but they were torn up and it won't pay to get any more." Can you recommend any plan to better the matter, and if you can may I trouble you to write to me. Allow me to thank you again for the many valuable ideas I received from you at the Institute. I find them practical, and am trying to carry them out as fully as possible. I have thirty-six pupils. The apparatus provided for teaching purposes are one water pail, one small drinking cup and  $\frac{1}{2}$  of a broom. Still I am trying to do as good a work as possible. Very respectfully,

A. C.

## REPLY.

I am pleased to acknowledge your favor of the 30th ult. You have my sympathy in your struggle against ignorance and indifference. The state of things as you describe them is simply shameful, and I am sorry to say it is not a solitary example of the way our children are spoiled of their rights and comforts. But our duty becomes only the more sacred and imperative under such circumstances. We cannot teach without facilities, we must have them—if not of the elegant sort, then of the primitive sort.

A newspaper over the window does not look as well as a Venetian blind, but it will save the eyes of the children. A croquet ball is not as finished a piece of apparatus as a tellurian, and yet it can be made to illustrate the whole of geography. Kernels of corn are not as professional as a numeral frame, and yet they are real units. Splinters, chips and fragments of ribbon may be made to furnish a complete apparatus for kindergarten work, geometrical forms, colors, inventive drawing and language lessons. Slated paper is less imposing than a wall slate, and yet it can serve all the purpose of blackboard surface.

Some bold crayon marks in different colors, on white paper, can be made to serve the purpose of outline wall maps.

We can work, you see, if we must, with very primitive apparatus. These things test one's fertility of resource. I hope you will distinguish yourself by your ability to improvise apparatus. You have scholarship, intelligence and purpose; such elements will win under any circumstances. Let us show that school work can go on in spite of vicious economy. If you cannot find sympathy and cooperation in official circles, seek it among the children; make them enterprising, and they will move their stolid parents. Very respectfully,

JOHN KENNEDY.

TENN.—The Tennessee Manual Labor University is an industrial school for colored boys and girls, situated about twenty-seven miles from Nashville. It was established in 1866, and was kept in successful operation until last year, when, through the pressure of a debt of \$5,000, it was obliged to close its doors temporarily. When the school was established the trustees purchased 300 acres of land on the Stone River battle-field, at a point about three miles distant from Murfreesborough. This was fenced at a cost of between \$2,000 and \$3,000, and temporary buildings were erected, under shelter of which instruction was given to numerous colored children, many of whom are now teachers in Tennessee.

For the NEW YORK SCHOOL JOURNAL.

## What are Your Pupils Reading?

By ALICE M. KELLOGG.

If there is a teacher who does not know what his scholars are reading, he should endeavor to find out, and encourage and stimulate the reading of good books. Every child in this age reads; perhaps, the appetite is too strong, and instead of being pressed to use spare minutes in reading, the very opposite should be done. But where it is best for children to read, let them be guided to the best paths which older feet have trodden. It is first the parent's duty to do this, but it is also the teacher's. With a large class it may seem a difficult task, but by not attempting too much, a great deal can be accomplished. I know of a class of young girls where, through the teacher, one book exercised an influence which was felt for many years. It was passed from one to another, teacher and scholars discussed its merits, its characters, looked up the quotations, committed to memory extracts, and this finally grew into an informal reading club.

Now, there has been so much written about "literature for youth," and so on, that it is an old story to some teachers to be urged to do their part in correcting the boys and girls of our land. But what have you done, and what are you going to do? Here is the beginning of another school year. Make up your mind that your pupils shall know something, at least, of one of the best writers. There are innumerable text-books upon What to Read, English and American literature, etc., but if you do not have any of these helps, still try and create in your scholars a love for the good and beautiful in our language.

For instance, if the reading book has a poem of Longfellow's, do not stop after hearing it read through, the meaning of words and sentences explained, and the hard words spelled, but ask where Longfellow lives? What he has written? Some scholars may have his autograph, and offer to bring it the next day; another his portrait; others his poems. When these are brought and examined an interest in the poet is at once awakened, and the teacher can give a list of poems, which he knows the pupils can understand, to be read at home during the week. A verse can be written upon the blackboard to be learned by heart, or several read aloud and copied in blank books. One scholar can be appointed to write a brief account of the poet's life, suggestions being made by his companions. To this can be added short poems, written out neatly by the best writers at their homes, and when sewn together with a black cover, there is a volume of Longfellow! The first of a home made (or school-made) library.

These hints only apply to what is classic in English literature. There are books which are helpful, but whose authors are never heard of; books which last a few years and do a good work, and then are forgotten. There are not two teachers situated alike; what one can do may be utterly impossible with another. But every teacher can do his best is what I urge—create in his pupils a love of good reading.

## Golden Thoughts.

(One to be written on the blackboard each morning.)

We have given for some time short "thoughts" which are worth learning. In many schools the first exercise of the morning is the recital of quotations or golden thoughts, the author's name being given at the end. We would like to hear from the teachers who use the "thoughts" which we compile with much care and search.

THAT there should one man die ignorant, who had a capacity for knowledge: this I call a tragedy.—CARLYLE.

It is the greatest courage to be able to bear the imputation of the want of courage.—HENRY CLAY.

LIBRARIES are the shrines where all the relics of saints, full of true virtue, and without delusion and imposture, are preserved and reposed.—BACON.

We should give as we receive, cheerfully, quickly, and without hesitation; for there is no grace in a benefit that sticks to the fingers.—SENECA.

HABIT is a cable. We weave a thread of it each day, and it becomes so strong we cannot break it.—HORACE MANN.

In general, pride is at the bottom of all great mistakes. All the other passions do occasional good, but where pride puts in its word, everything goes wrong, and what might be desirable to do quietly and innocently, it is morally dangerous to do proudly.—RUSKIN.



## Geography Class.

## A PLEASANT EXERCISE.

Teachers often finish the regular work of the school a few minutes before time for dismissal. To pass such time in silent waiting is painful to the energetic teacher, and useless to the pupils. If teachers are thoughtful they may always be employed, if not in study, in some pleasant, useful exercises, which can be taken up in a moment and continued at pleasure.

Here is a game in geography that may help some teacher who has three or four minutes of heavy time:—The teacher names and locates a city or town, as Boston, Mass., on Boston Bay, and asks the school for the description of one beginning with *n*, the final letter of Boston. Hands are held up, and James is permitted to give his town, which is Naples. Hands are up again, and Harry is permitted to describe his town, which is Saginaw; and so the game is continued *ad libitum*. This may be varied by having rivers for towns, and in other ways.—*Practical Teacher*.

## Dictation Exercises—No. II.

We gave a short time ago instructions about conducting a dictation exercise which is given in many schools once or twice a week. In brief, the way is to provide your pupils with pens, ink, blotters and blank-books, as if for the writing class, and then read aloud, slowly and distinctly, one line at a time, some verses, or a short prose article. It should not be found in the reading-book, but should be fresh to the children. The second exercise we give is called

## WHAT ARE BEAUTIFUL.

Beautiful faces are those that wear—  
It matters little if dark or fair—  
Whole-souled honesty printed there.  
Beautiful eyes are those that show  
Like crystal panes where hearth-fires glow,  
Beautiful thoughts that burn below.  
Beautiful lips are those whose words  
Leap from the heart like songs of birds,  
Yet whose utterance prudence guards.  
Beautiful hands are those that do  
Work that is earnest, brave and true,  
Moment by moment, the long day through.  
Beautiful shoulders are those that bear  
Ceaseless burdens of homely care  
With patient grace and daily prayer.  
Beautiful lives are those that bless—  
Silent rivers of happiness,  
Whose hidden fountains but few guess.  
Beautiful twilight, a set of sun,  
Beautiful goal, with a race well run,  
Beautiful rest with work well done.

For the NEW YORK SCHOOL JOURNAL.

## The Primary Classes.

## TRAINING IN SCHOOL WAYS.

The teacher sees her pupils listless and inattentive. She feels that they have tired of books; the novelty of the school room has worn off; they long to be free; they long to play. But this cannot be, for there is a half-hour yet before recess or noon-time.

Or she finds that the children lack in what no book can teach them. Some make up faces, some lounge over the desks, some are careless of the position of feet and arms. If these are neglected the next step of degradation will be a serious one. But what shall she do? Shall she be stern and severe? Shall she lecture them or scold them. The difficulty is not with the moral character of the pupils. They lack training. It is as with men and women who go into society and know none of its ways. They do no wrong, but they displease because they do not understand the ways of society. It is so in school. There is such a thing as "school ways," and the pupils must be trained to know them.

(1) *How to enter the school room.* The pupil should be trained to enter and close the door without turning around; to look at the teacher and if she is not engaged, to bow to her and smile, and then pass to her seat. In my own case I ask each pupil as she enters to pause if I am busy until I see her, and I take good care not to be so busy that I cannot see them at once. I want them to feel that I welcome them.

The lessons of politeness are learned by practice. If a pupil does not enter in a pretty style, do not scold, but

let her stand beside you as one of a jury to watch five you will send out for the purpose of showing "how to enter the room properly." When these have come in you will say, "Jane did her part nicely, but Sarah did the best." By watching others do these things the pupils will obtain a clear idea of what is the proper thing to do, and by practicing on them themselves they will learn how to do them.

(2) *How to rise from the chair.* The pupils often rise to go to classes, or to come to the teacher or to go out, or to go to recesses. Some do this very gracefully, others less so. No better way can be devised than to select pupils as a jury to stand beside you, and then ask one pupil to rise and come out to a fixed place, and return, then another. Commend in all cases when you can; when you cannot, be silent. Do not scold, do not be harshly critical, so that the pupil will feel pained by your request to walk out on exhibition. Let him try to do his best. I have room behind and beside the desks and often practice my pupils in rising and walking until all have joined the procession.

(3) *How to sit down.* This is so closely allied to the former that it will be practiced at the same time. When the pupil returns to her seat after her lessons, in rising she should be showed how it is to be done, if she does not do it gracefully. On the platform of my school are seven chairs, and I stand in the back part of the room and call Mary, Henry, Sarah, etc., to the number of seven, to rise, walk easily to the platform and sit down in the chairs. Then on a signal one rises at a time and returns to his seat. After this is over, comments are made—none unfavorable mind—and the one who did it the best is invited to go up again. Children learn by seeing others; the maxim to be observed.

(4) *How to walk.* The motions of the body and limbs may be ungraceful in walking, or they may be quite fascinating. The best way to teach graceful walking is by sending pupils up to the platform. By attention the child will learn how to handle itself so as to please. The walking in procession, as just stated, is not calculated to develop gracefulness as well as the free movement; still it should be practiced frequently. "Anna is walking gracefully," etc., etc.; "Sarah holds her shoulders back properly," etc.

While speaking on this subject it is well for the teacher to bear in mind her own example. For what the pupils see their teachers do is "law and gospel" to them. Hence the teacher needs to be artistic. This does not mean fashionable or expressive in dress, but it does mean that she know what is beautiful and how to beautify herself. To create a desire for the beautiful in thought, act, posture, writing, voice, look is no mean ambition.

## How to Have a Bad School.

1. Elect the most ignorant, bigoted, close-fisted old fogies in the district to the school board.
2. Employ the cheapest teacher you can get, regardless of qualifications, reputation, or experience.
3. Find all the fault you can with the teacher, and tell everybody; especially let the pupils hear it.
4. When you hear a bad report about the teacher of a school, circulate it as fast as you can.
5. Never visit the school, nor encourage the teacher.
6. If you should happen to visit the school, take close notice of what seems to go wrong, and tell everybody it, except the teacher.
7. Never advise your children to be obedient to the teacher, and when one is punished, rush to the school-room before your passion is cooled, and give the teacher a hearing in the matter in the presence of the school.
8. Be indifferent about sending your children to school regularly.
9. Do not be concerned whether they have the necessary books.
10. If any of the pupils make slow progress, blame the teacher for it.
11. Occupy your old tumble-down school house as long as you can, and do not go to any expense to repair it.
12. Do not go to any expense to get apparatus, improved furniture, &c.
13. If the teacher or pupils should complain of an uncomfortable or inconvenient school-room, do not consider it worthy of notice.
14. Get the cheapest fuel you can.

In general, conduct your school on the cheapest possible plan, and let your chief concern be to find fault and devise ways of retrenchment.

If these rules are faithfully carried out, you are not likely to fail in having a bad school.

## Will and Shall.

Very many persons use *will* and *shall* incorrectly. Thus we hear "I will go to bed at ten o'clock," or "we will breakfast at eight o'clock." The following from Richard Grant White's "Every Day English" will assist the reader who desires to acquire a correct use of these two words.

*Will* in the first person expresses a wish, an intention, or a promise: "I will go," that is, I mean to go, or I promise to go. *Will* is never to be used as a question with the first person; as "Will I go?" A man cannot ask if he wills to do anything. That he must know, and he only knows.

*Will* in the second person declares or foretells; as "You will go with him." Hence it is used with courteous authority as a command, because it foretells something that must happen. A superior officer says to a subordinate "You will report yourself," etc. As a question, *will* in the second person asks the intention of the person addressed; as, "Will you go to-morrow?"

*Will* in the third person also declares or foretells; as, "He will come," that is, he is coming, and may be looked for. As a question, *will* in the third person asks what is to be the future action of the person spoken of, with a necessary reference to intention; as, "Will he go?" that is, is he going? In the third person, *will* has, of course, no mandatory force.

*Shall* in the first person simply declares or foretells, without any reference to wish; but when it announces personal action, it, of course, may accompany intention; as, "I shall go," that is, I am going. Used as a question in the first person, it is a simple inquiry as to the future; as, "Shall I find him?" that is, May I expect to find him? or it asks direction; as, "Shall I go?" that is, decide for me as to my going.

*Shall* in the second and third persons declare authoritatively, and therefore promises, commands, or threatens; as, "You shall be paid," "Thou shalt not steal," "They shall suffer."

## EXAMPLES.

(From Etheridge, Addison, Gray, Suenstone, Helpa.)  
"Letters! Bless me, what *will* this come to?"  
"To that none of us *shall* have cause to repent, I hope, madam."

"Where *shall* we dine to-day?"  
"Where you *will*."  
"I must give notice to my correspondents for the future, who *shall* apply to me on this occasion, that as I *shall* decide nothing unadvisedly, etc. However, for the future, I shall have an eye to the diet of this great city and *will* recommend the best and most wholesome food, etc."

In short, a thousand matters that you *shall* not know till you give me," etc.

"If he does, I *will* send him the same things I *shall* send to Dodsley."

"I believe soon I *shall* bear to see nobody. I do hate all hereabouts already, except one or two. I *will* have my dinner brought upon my table in my absence, and the plates fetched away in my absence, and nobody *shall* see me."

"I have an old aunt that visits me sometimes, whose conversation is the perfect counterpart of them. She *shall* fetch a long-winded sigh, with Dr. Young for a sage."

The following is a new game that may outlive the "boss puzzle": Given two words of an equal number of letters, the problem is to change one to the other by altering one letter at a time, of the first so as to make a legitimate English word, continuing the alterations until the desired result is attained. The conditions are that only one letter shall be altered to form each new word, and that none but words which can be found in English dictionaries shall be used. Here are some examples of the changes.

*East to West*—East, vast, vest, West.  
*Boot to Shoe*—Boot, soot, shot, Shoe.  
*Dog to Cat*—Dog, dig, fit, fat, Cat.  
*Milk to Hash*—Milk, mile, male, mate, hate, hath, Hash.  
*Road to Rail*—Road, rood, root, coot, coat, coal, coil, toll tail, Rail.  
*Soup to Fish*—Soup, soul, soil, foil, fowl, fool, foot, coot, cost, cast, fast, fist, Fish.

THE NEW YORK SCHOOL JOURNAL differs from many educational papers in that it comes weekly. As an educational newspaper it has but few equals.—*Central Star*, Blountsville, Tenn.



## EDUCATIONAL NOTES.

## ELSEWHERE.

Six young colored men have just been graduated by Fisk university.

The Indiana State university has had 349 students in attendance this year.

A college for young women is about to be established at Norfolk, Va., by the citizens of that place.

Fifteen thousand dollars have been offered to establish a girls' college in Austin, Texas; more money is needed.

It is said that once a girl's seminary was started in Utah. It flourished well but just in the height of its prosperity, the professor eloped with the whole school.

The library of the University of St. Petersburg contains 132,394 volumes. Harvard university library contains about 175,000. Astor library in New York has 160,000.

Two hundred schools have been added to the 887 which were in working order in 1876. During 1877-8 over 600 teachers were employed, more than one-half being women.

The academical department of Yale College has professorship funds to the amount of \$181,300. The prize and scholarship funds amount to \$162,216. The total income of this department last year was \$135,697; the expenditures were \$132,239.

The trustees of Princeton college have taken energetic measures to put their buildings in good sanitary condition. and have appointed as a commission to recommend proper methods two gentlemen from the New York and New Jersey boards of health.

SPOTTED TAIL having become dissatisfied, has removed his children from the government school for Indians, whereupon Secretary Schurz presents a petition to President Hayes signed by a number of the tribe, asking that Spotted Tail be deposed and a new chief set over them.

The Tonic Sol-fa System which has become popular in England, has been taught at the Chautauqua Assembly by Prof. T. F. Seward. Messrs. Biglow and Main, 76 East Ninth Street, New York, will kindly forward free to any of our readers who desire it, a circular describing this new system.

THERE were 5,500,000 illiterates reported in the United States census of 1870; we are all waiting anxiously to know what number the incoming census for this year will show. That was the decade of the rebellion and poverty, illiteracy and crime were to be looked for in its wake. This has been a decade of peace.

It was found that the late outbreak of fever at Princeton originated in a house where the water supply was drawn from a well about fifty feet deep, with a cesspool on both sides of it, about fifty feet distant, in a soil so porous that the contents had not been removed for several years, so that a large amount of soakage must have taken place.

INDUCE your pupils to read good books. How? By referring to those suited to illustrate matters under consideration. By reading sketches of good men, and referring to their biographies. By reading selections from the best authors, and awakening interest by brief comments; requiring the gems of literature to be committed to memory and recited. By securing a school library. So says E. S. Henshaw.

ONE of the two Japanese ladies at Vassar college, Miss Stematz Kawa, has been unanimously elected leader of the sophomore class. Her companion, Miss Shige Nagai, is paying particular attention to music, being one of the most promising members of the conservatory of music. At home they belong to the highest circle of society in Tokio. If they were to appear there in the costumes they are wearing now, made in the height of New York style, they would create a furor. In education dress is not to be despised.

THE system of instruction by correspondence has now been in operation for nine years in England; and its use in promoting the self-education of women unable to obtain efficient oral teaching has been proved by the success of many of the students in the higher Cambridge examination. Among the teachers are now four ladies who have passed a Tripos examination. Classes in the history and theory of education have been added to the list. In connection with these classes there is a lending library at Cambridge.

SPELLING REFORM.—The first work in this great reform to drop silent letters. Any one can take this step in his

private correspondence and his articles for the press. As a guide to such changes the American Philological Association have recommended the following eleven words *Thou, thru, gard, catalog, ar, giv, liv, hav, definit, infinit, wist* And the Spelling Reform Association have recommended what are known as the "Five Rules;"

1. Omit *a* from the digraph *ea* when pronounced as *e*-short, as in *hed, helth, etc.* 2. Omit silent *e* after a short vowel, as in *hav, giv, etc.* 3. Write *f* for *ph* in such words as *alfabet, fantom, etc.* 4. When a word ends with a double letter, omit the last, as in *shal, cliff, eg, etc.* 5. Change *ed* final to *t* where it has the sound of *t*, as *lasht, imprest, etc.*

WASHINGTON—*Kindergarten Normal Institute.*—The sixth year of the Kindergarten Normal Class for the training of teachers begins Oct. 18. (Positions secured for those who are qualified.) Teachers receive four lectures per week on the use and philosophy of the twenty gifts and occupations of Froebel's kindergarten system; on the art of storytelling and the educational value of play, together with object lessons and daily practice in the kindergarten. Mothers receive lectures on "The Kindergarten in the Nursery," Wednesday afternoons. Terms: full course of eight months, \$100. Wednesday afternoon lectures (twenty) to mothers, \$5.00. Requirements are: love of children, good common English education, refined manners, desire to improve, and good health. Mrs. Louise Pollock, 929 Eighth street, N.W., or Miss Susie Pollock, 1127 Thirteenth street, N.W., Principals.

(Mrs. Pollock has studied the kindergarten system for nineteen years, and translated Lina Morgenstern's "Paradise of Childhood," a kindergarten manual, as well as many kindergarten songs and plays. Miss Susie Pollock is a graduate of the Kindergarten Normal Institute, Berlin, Prussia, class of 1869, and has had eleven years of practical experience of teaching in accordance with the kindergarten philosophy.—Ed. N. Y. S. J.)

DR. Ruffner, school superintendent of Virginia, in an argument that the general government should aid the public schools of the South, says, "I know not what is true of Northern and Western States, but I can say for my state and for most of the Southern states, we are not able to educate our people in any tolerable sense. We are too poor to do it. A few years ago I showed this conclusively by statistics. There has not been much increase in financial ability in these states since that time—no increase on an average in my own state, so far as I can judge; and every well-informed man knows that, whatever be the wants of a state, her power of taxation has a limit beyond which it must not go. By which is meant, not simply that there is a point beyond which the people will not go, but a point beyond which they ought not to go. It is, I think, a settled principle that taxation must keep within the average annual profits of the taxpayers. When it begins to eat into the capital of the country, it is like consumption of the lungs in the human constitution. Decline sets in from that point. And there is no form of obligation which imposes upon a state the act of *felix de se*. I fear that in a number of Southern states the extreme limit of taxation has been reached. Although the ratio of taxes to the amount of property is less than in some prosperous states, the ratio of taxes to annual profits is exceedingly large. A low rate of taxation on a people not improving is more oppressive than a high rate on a prosperous people."

THE *Christian Union* remarks: "The German university system, according to a recent English writer, is steadily declining. The centralizing tendencies developed by the empire are showing themselves in educational matters, and the larger universities are gaining at the expense of the smaller ones. The facilities of migration from one university to another are so great that a slight change to the disadvantage of an institution results in an immediate loss of students. There is also an evident loss of the old idealism which made the student life of former times so active and engrossing. The Corps and Burschenschaften possess hardly a tithe of their former influence, owing largely to the substitution of militarism. Under the present system one entire year of the student's residence at the university is claimed for military duty, and the university course is practically reduced to three years. The best men are continually drawn from the faculties of the smaller to the larger universities, and to obtain a place at Berlin, Bonn or Leipzig is the aim of every young professor, throughout Germany. Moreover, the ability of a professor is judged not by his acquirements as a scholar or his qualifications as a teacher, but by the quantity and quality of his literary productions, so that an unhealthy impulse to write before

one really has anything to say is widely prevalent. The increased cost of living tends to the same result by forcing the professors to write to keep soul and body together. The result is a superficial style of work, and a marked decline in thoroughness of scholarship and clearness of thought as compared with that of thirty years ago."

CONTRACT BETWEEN TEACHER AND TRUSTEE.—A live Commissioner of Schools has devised the following "contract." It is very important that some form be used, and we cordially approve of this one. It seems to be specific and clear:

..... 188.  
Mr. .... having a license in due form, to teach school in this Commissioner district, is hereby engaged as ..... teacher for the term of ..... weeks, to instruct the school in District No. .... in the town of ..... county of ..... State of New York, for the wages of ..... dollars per ..... with ..... board.

The number of hours per day, and the number of days per week, to be according to the usual custom in said district.

Said term shall commence ..... 188., unless another time be agreed upon, previous to that date. The building of fires, and sweeping the school-house, etc., during the term, to be at expense of the ..... Said teacher shall have no right to close the school during the term, for a vacation not to exceed ..... without further consent of the trustee.

Said ..... faithfully performing his duty as teacher, the trustee engage to exercise all legal powers in providing for the payment of ..... wages aforesaid, or the unpaid balance thereof, as the case may be within ..... after ..... and it is further agreed that, if from sickness or other unavoidable cause, it be impossible for said teacher to teach, the whole length of time aforesaid, that he shall receive pay for the time taught, at the same rate that he would had he completed the time above specified.

Signed, ..... Trustees.

## New York State Institute.

Institutes will be held on the dates and in the places undermentioned, conducted by the following Professors:

|           |               |                |
|-----------|---------------|----------------|
| Sept. 6,  | Gouverneur,   | Prof. Kennedy. |
| "         | Greenville,   | " Johannot.    |
| "         | Schenectady,  | " Lantry.      |
| Sept. 13, | Ithaca,       | " Kennedy.     |
| "         | Martinsburg,  | " Lantry.      |
| "         | Delhi,        | " Barnes.      |
| Sept. 20, | Cooperstown,  | " Johannot.    |
| "         | Penn Yan,     | " Kennedy.     |
| "         | Wurtsburg,    | " Baldwin.     |
| "         | Cazenovia,    | " Johannot.    |
| "         | Liberty,      | " Lantry.      |
| Sept. 27, | Moravia,      | " Barnes.      |
| "         | Homer,        | " Johannot.    |
| "         | Albion,       | " Kennedy.     |
| Oct. 4,   | Mexico,       | " Pooler.      |
| "         | Binghamton,   | " Post.        |
| "         | Johnstown,    | " Kennedy.     |
| "         | Fayetteville, | " Northam.     |
| Oct. 11,  | Batavia,      | " Post.        |
| "         | Rome,         | " Lantry.      |
| Oct. 18,  | Oxford,       | " Johannot.    |
| "         | Ellenville,   | " Kennedy.     |
| "         | Wyoming Co.,  | " do.          |
| Oct. 25,  | Ft. Plain,    | " Lantry.      |
|           |               | " Post.        |
|           |               | " do.          |
|           |               | " Johannot.    |

## On Punishment.

The usual lazy and short way by chastisement and the rod, which is the only instrument of government that tutors generally know, or ever think of is the most unfit of any to be used in education. The child submits and dissembles obedience whilst the fear of the rod hangs over him; but when that is removed, and by being out of sight, he can promise himself impunity, he gives the greater scope to his natural inclination, which breaks out usually with more violence. If severity carried to the highest pitch does prevail and work a cure, it often brings in the room of it a worse and more dangerous disease, by breaking the mind. Beating and all other sorts of slavish and corporal punishments, are not the discipline fit to be used in education of those we would have wise, good and ingenious men, and therefore very rarely to be applied.—JOHN LOCKE.



## LETTERS.

To the Editor of the New York School Journal:

The Peabody fund due the State of Virginia, being unappropriated, the State Superintendent, Dr. W. H. Ruffner, concluded to use it in establishing a Normal School at the University of Virginia, to continue six weeks. The session commenced the 14th of July and closed the 25th of August. The number to be admitted was limited to five hundred, who were appointed upon the recommendation of the County Superintendent, and to be composed of teachers and those designing to teach. This number of applicants was soon made up. The board cost \$10 per month. The regular corps of instructors consisted of the following gentlemen: Prof. M. A. Newell, Prin.; Rev. W. J. McGilvray, Prof. A. L. Funk, Dr. W. H. Ruffner.

The lectures begin at half past eight and continue until twelve; the whole school is then divided into nine sections, which retire to separate lecture rooms, and are questioned on the subject of the lectures by the repeaters, who are selected from among the teachers in attendance, and each one has a lady assistant. Of course, this questioning gives rise to much discussion as teachers usually "like to hear themselves converse." In the afternoon, from four to five o'clock, a lecture is delivered before the school, usually by some member of the Faculty of the University of Virginia. I, as a visitor, heard an excellent lecture by Prof. Dunnington on Applied Chemistry, another by Prof. Price on the English language. His lecture showed him a master of the language which he recommended to be studied first and in preference to any foreign tongue. He did not, however, inveigh against the study of Latin and Greek, as is the custom with many who lecture on English, but insisted that every boy and girl should be set to learn the classic languages.

Dr. May, of Boston, Gen. Eaton, and other eminent educators have also delivered lectures to the Normal School. Col. T. F. Purton of Charlottesville, has been giving Sabbath lectures on his personal reminiscences of travel in Palestine. The Normal School students have free access to the University library and the Brooks' Museum of Botany, Zoology, and Natural History. The latter is one of the most interesting features of our famous University. It is the gift of Lewis Brooks, of Rochester, New York, and is a fine monument to the good judgment and liberality of the donor.

I heard only one of the preliminary lectures from the regular instructors: it was very elementary and practical. About 475 of the 500 applicants entered and the vacancies were not filled, as the others might come in at any time. Two-thirds are women of various ages, which are not required to be registered as is the case with the regular students of the University, and of various degrees of beauty, which need not be described with the minuteness accorded to opera singers.

The social feature is of the most pleasant kind, as visits to the female teachers are not prohibited; in this respect, those with plain faces have one advantage from an utilitarian point of view—they have fewer interruptions, and consequently, more time for improving their minds. I am not sure, however, that they have taken this view of it. The ladies occupy a row of buildings belonging to the University, called Dawson's Row. Dr. Ruffner has had a pavilion erected for the entertainment of their company, and also furnishes a brass band to play when desired. The following is a parody which was gotten up on the female portion of the school, and which is sung to the air of the original,

"I want to be a Normal,  
And with the Normals stand;  
A pencil in my waterfall,  
A note-book in my hand.

And there among the Normals,  
With eyes that shine so bright,  
I'll take notes in the day time  
And dance till late at night.

About the opening of the session, the ladies of the University gave them a brilliant reception in the Public Hall. Miss Mary Magill was present, and contributed much to the entertainment. She has been giving weekly readings during the session. The faculty generally endeavor to make the Normals have a pleasant time, and gratitude for their kindness is not wanting. I learned these facts from the secretary, Prof. J. Lucian Hamilton; the opinions which I shall advance are my own, gathered from observation and conversation with members of the school. There is considerable dissatisfaction among the teacher students, because they do not receive the benefit which they ex-

pected. Some expected too much, some went more for the fun, and there is some fault in the manner of instruction. Aristippus says that "it is no sign of health to eat more than one can digest." The lectures follow each other in too rapid succession; they are often too general, and almost always leave the main question undecided, even in regard to methods of teaching. The mistake made is trying to have too much done in so short a time. This session, however, is the first; and, of course, an experiment, which may be improved in the future.

The necessary expenses to each student for the six weeks need not exceed \$18, as they only pay for board and washing, the lectures being paid out of the Peabody fund. I am sure that all who are in earnest will receive the worth of their money. N. P. HACKETT.

To the Editor of the New York School Journal.

In the letter published in the SCHOOL JOURNAL of July 17 and 24, and signed by "Teacher," and which summed up the debtor and credit sides, a keynote is struck which should not be left to die in the silence of its own echo. The writer says, "I favor communing together, but I do wish our wise men would devise some system of association work, productive of more valuable results to teachers." The failure to do this fully, is the snag which needs uprooting, and that is, the want of discussion which was developed to a painful degree at the last State Association. The reading of the best prepared papers in the world fail to give full satisfaction without the opportunity to discuss their merits, and without this discussion the audience is, I suppose, expected to give to the reader full assent. Discussion suggests, originates and draws out facts, figures and individual opinions, all of which strengthens the good points and lays bare the sophistry that covers the weak ones.

The program at Canandaigua was a very elaborate one, but about one-half never came to the front. All teachers are not like Mr. Ross who will have his say, but many are timid and hesitate to crowd their opinions forward, especially as there was no opportunity for it.

As the executive officer of a county association, I have found those meetings the most profitable where the widest range was given to discussion. We meet for this; it increases the interest, it develops and expands the intellectual powers, and draws out valuable suggestions—the experimental part of the teachers' life-work. But, if an association is run by a "ring," which debars discussion, and the presentation of the salient points, it will, perhaps, account for the meager receipts of the treasurer, when compared with the report of last year.

A resolution that asks the State Superintendent to urge the Legislature to pass a law demanding that the teachers of each Assembly district shall form Teachers' Associations, without providing the means by which they may be attended, falls to the ground for want of proper sustenance.

I am a member of the State Association, and have a right to be heard on a matter of such vital interest to the association as I think this to be. The taxation of nations without representation means revolution. The failure to support an association means annihilation. Things have changed, and what would do a few years ago will not meet the demands of our progressive age.

ANOTHER TEACHER.

To the Editor of the New York School Journal:

The Steuben Co. Teacher's Institute was held in Avoca, commencing Aug. 9th, 1880, and continued one week. Professors Kennedy and Lantry were instructors. 169 teachers were enrolled. This for a county, with 700 persons hold teachers' certificates, with 420 teachers employed at one time, seems to be a pretty small attendance. [So we should say.—Ed.] But most of the teachers present appeared to be alive in every sense, and the Institute was therefore pleasant, profitable, and a success.

## PROGRAM.

9 to 9.10 A. M., Opening exercises.  
9.10—9.20 " Primary readings.  
9.20—9.50 " Advanced arithmetic.  
9.50—10 " Primary arithmetic.  
10—10.30 " Intermediate arithmetic.  
10.30—10.50 " Recesses.  
10.50—11 " Primary object lesson.  
11—11.30 " Advanced reading.  
11.30—11.40 " Primary language lesson.  
11.40—12.10 " Intermediate reading.  
1 to 1.10 P. M., General exercises.  
1.10—1.40 " Advanced grammar.  
1.40—1.50 " Primary arithmetic.

1.50—2.20 " Intermediate grammar.  
2.20—2.30 " Primary object lesson.  
2.30—2.50 " Recess.  
2.50—3.20 " Advanced language lesson.  
3.20—3.30 " Primary geography.  
3.30—4 " Intermediate geography.

It was heartily recommended by Profs. Kennedy and Lantry, and approved by Commissioners Guinmp and Williams. C. A. WHITNEY.

To the Editor of the New York School Journal:

This county is controlled by an element which is looking for itself only, and not the schools, and who think the schools were made to give positions to themselves and friends, irrespective of real ability. This is my work and place. I know I can make one of the best schools in New Jersey, even in this most hopeless of places. Prayer, a consciousness of right, indomitable energy, a deep and strong sympathy for the good of mankind, must ever meet with success, and it shall. A newer and a higher education is rapidly dawning—an education based on thought, real culture, the development of intellect, body and heart. And it seems to me your paper is the only one that has dared to strike at the root and attack educational abuses and its deformities.

To open up these dens of darkness, to let in the light on the growing race, who are feeling for something better, who know something is wrong in the schools and cannot place it, is a great and glorious work, but poor reward too often in this life. It is one field in the great work of Christianity. E. R. W.

To the Editor of the New York School Journal:

Teachers' Associations are organized in nearly every county. That in Labette Co., Kan., is flourishing—is becoming an actual power, whose influence on the profession hereabouts must be seen to be appreciated. Our last meeting at Labette city was complimented by a crowded house. The exercises were of a sort of popular nature. Many teachers had specimens of work from their schools; methods were compared and progress was very plainly visible. New methods are gaining ground, "organ-grinding" teaching is below par, and before the coming summer campaign is ended you shall hear of a glorious "new departure" from our county.

To the Editor of the New York School Journal:

Permit me to say that our schools are by no means at a stand still. Three teachers having left the ranks to be married during this term, the names of new applicants for places came pouring in astonishingly. The young lady who left school for fear she would become a teacher and "never be married," is brushing up her books and will soon be in the ranks, unless fortune speedily favors her. Managing mammas are on the alert, and are anxious to know if there is another city which can boast of marry off five per cent. of its teachers yearly. O. B. SERVER.

To the Editor of the New York School Journal:

Be pleased to change the address of my papers—the INSTITUTE and two copies of the SCHOLAR'S COMPANION, which you have been sending to me. I like your papers much. The INSTITUTE rests and refreshes me after a hard day's work in school. It is like a tonic, a little sharp at times, withal, but "faithful are the wounds of a friend." I am truly striving after a higher life in school and am glad of anything that will show me my defects. My pupils look eagerly for the COMPANION, and it's from that that many of their pieces to read "at sight" are chosen. E. S.

To the Editor of the New York School Journal:

Please do not advocate the rod nor sarcasm in this age in our schools. We love Christ and the Great Teacher's plans ourselves to well to abuse the trust in our missionary work.

Better thinking—  
Purer actions.

C. C.

To the Editor of the New York School Journal:

I desire to express my sincere satisfaction with the New York School JOURNAL. I consider it as one of the best published. It is a true help to teachers, parents, and even pupils. Its spirit is progressive, liberal, high-minded, and truly Christian. In every number I find something to interest and instruct me. LOUISE POLLOCK.

Normal Kindergarten, Washington, D. C.

"I gave the COMPANION to one of my scholars to read; after she had read it, she cried out, 'O Miss Simon, this is glorious; I must have it.' We all think it is a very good paper."



## EDUCATIONAL MISCELLANY.

## Our Girl Graduates.

The graduates of our colleges for women are becoming every year a larger and more influential class, and whoever has personal knowledge of their employments and aims knows that they are by no means a force at rest. Active, earnest, aspiring, they are already breathing a new life of intelligence into the sluggish currents of society in the places in which they live. There are not a few small towns in which the number of young women given to self-culture far exceeds that of the young men. Clear-sighted observers note the fact that, while young men are drawn at a very early age into pursuits which absorb them to the entire exclusion of further education of themselves, girls are steadily pushing back the old line which conventional usage drew across the path of their development, and are looking forward to a time when the average education of American women will be higher than the average education of American men. Margaret Fuller's ambition for her friends, that they should have some "generous seeking," promises to find among her country-women a far wider fulfillment than she dreamed even in her prophetic moods.

It is quite possible that this higher education of women is the most significant and momentous movement of the day; that when all contemporaneous political and social changes are measured by their results it will appear that the liberal education of women involved more radical and far reaching effects than any other single cause. Precisely what are to be the fruits of this wide sowing it is not possible as yet to discover; but results are already apparent which no intelligent observer can mistake.

For one thing, the liberal education of women is settling the vexed question of women's work and sphere. The solution of that problem is in the hands, not of the agitators and professional reformers, but of the graduates whom our colleges for women are sending every summer in increasing numbers into active life. It is their skill to meet the wants of society, their trained abilities coming into competition with masculine intellects, and not platform speeches and magazine articles which are bringing the world to a more just and generous view of woman's worth and work. The latter are well in their way, but their influence has been greatly overrated. The workers rather than the talkers are winning the prize. Old prejudices, time worn barriers of caste and conventionality, are steadily giving way before this increasing throng of women who bring to the service of society faculties as well trained, hands as skillful, and a moral purpose more potential and controlling than have ever been offered it before.

To win place and power one must first be worthy and competent; and when these personal qualifications are present the social and economical environment will soon bring itself into harmony. If the woman is better fitted for the place than the man, by a law of nature the place will eventually be hers; and our educated girls are making the road of self-support smoother and broader for their sex, because they are steadily marching along it rather than expending their energy in proclaiming what they are able and what they mean to do. The whole discussion about the capacity and proper work of women is a waste of time. They do not yet know what they can do under the new conditions of the age, and certainly men cannot tell them. An open field is all society can give them and is precisely what liberal education is winning for them; the results may be safely left to nature and themselves.

The educated girls of America are forming a new constituency for the highest literature, and their influence and taste are likely to mark a new epoch in literary development. Few people, probably, have stopped to consider how large and important a place young men have filled in that vast and scattered audience to which literature addresses itself. To win the suffrages of the undergraduates in our colleges is to lay the most substantial basis of power and fame. To be the popular author of the day with young readers is to be twenty years hence the familiar and chosen companion of the ruling class in society and the State. Between the ages of twenty and thirty-five are to be found one-third of the whole reading public. The marvelous influence which Emerson and Carlyle have exerted upon the thought of the age is largely explained by the fact that their works are to be found in those little collections of books which every college room contains. These master minds had the first hearing, and the charm of their earnestness and poetry has never lost its power.

Women have of late years been greater readers than men, but their choice of books has been less critical and discriminating. Higher standards of culture have already brought about great changes, and the literary taste of women is now fully as critical as that of men. There has been lately a marked revival of interest in the very best literature, indicated, for instance, by a rapid succession of new editions of standard histories; and observation shows that the new readers are largely found among young women. This fact indicates not only a more generous support for literature; it means also those deeper changes which are involved in the presence of a new, keenly sensitive and keenly sympathetic audience. The writer unconsciously adapts himself to those for whom he is writing, and if the response of impulse and feeling which returns to him is pure and stimulating there will be a perceptible increase in his moral power. The first appearance of women as readers of books was followed by a marked purification of thought and language. Their collective and educated opinion, expressing itself more authoritatively, may be signalized by advances still more significant and beneficial. —*Christian Union.*

## Elocution.

Good reading requires familiarity with, and appreciation of the thoughts and feelings of the author, with the ability to give free and natural vocal expression to the same, the physical being the medium through which the mental must operate. Vocal expression is of primary importance in the teaching of reading. Voice, like the entire physical economy, depends upon the organs of respiration and will be good or bad according to their vigor, activity, and development, or weakness, inactivity, and compression. Hence, the necessity of first securing an easy and correct use of the breathing apparatus. This can be done by means of judiciously selected breathing exercises, together with such free gymnastics as will bring into action and strengthen the muscles of the chest, waist and abdomen.

Having gained facility in breathing, the next step is to utilize the breath in the production of voice. An open and free use of the larynx must be secured and then proceed by degrees from the mildest vocal efforts to the stronger and more emphatic utterances.

Voice in the mass does not meet the wants of our nature very well, hence arises the necessity of word moulding, the third step in the work, and one that, if neglected, makes sad havoc of satisfactory results in reading. That these are primary steps of great importance can not be questioned. To be convinced that they are and have been neglected in the instruction of the day, we have but to turn to the weak and cramped lungs, diseased throats, weak, thin, shrill, hard, unsympathetic voice or voices that were and are not, and the inarticulate mumbling or screaming to be found in all our institutions of learning; on the lecture platform; at the bar and in the pulpit. These are not the finishing, but the foundation of the art.

When a degree of proficiency in these first steps has been gained we are ready to begin the analysis of sentiment, and the study of the various elements of vocal expression and their application in the rendition of the different classes of emotions. This latter department of the work opens up a field of study no less interesting and valuable than it is extensive.—*M. F. BOICE.*

## To the Women Voters of New York State.

You are free, for the first time, at eleven thousand district school meetings Oct. 12 next, to exercise that political power which is your right, but which has hitherto in practice been denied.

Every mother whose child has attended the district-school eight weeks or more since Oct. 12, 1879; every woman with whom a motherless child lives which has so attended; every woman who hires taxable house or land in the district; every woman who works land on shares; every woman who owns fifty dollars worth of clothing or furniture not required for daily use; every woman who owns stocks or bonds other than those of the United States, or has money in bank or other personal property to the value of fifty dollars or more—if she is a native of this country or is a naturalized American citizen or has since Oct. 12, 1874, declared her intention to become such, is entitled under chapter nine of the laws of 1880 to vote at the school meeting of the district wherein she dwells. She is at liberty to vote for school trustees, district clerk, tax

collector and librarian; to vote on questions of taxation and on all matters before that meeting. If her vote is challenged she has simply to swear it in; and under section thirteen of title seven of the general school laws, if she does so her vote must be received. It is not needful that women without children attending school shall have paid taxes; it is enough that they are liable to pay.

## WOMEN HAVE VOTED UNDER THIS LAW

in Albany, Syracuse, Middletown and Staten Island, with very good results.

Two-thirds of the teachers in the public schools of this State are women, mostly young and are under the official authority of men. Propriety and good management require that their own sex take part in overseeing the service and control of these twenty-two thousand women.

## MOTHERS AND GUARDIANS

of children, you have now a voice in the conduct of the schools whereto those children go. From knowledge of the children's needs you can do toward better management much that men have overlooked. The care you give to children in the home should extend also to the school.

Of over thirty thousand teachers in the public schools of this State, at least ten thousand are employed and dismissed, not on grounds of fitness but to aid political intrigue. This evil your votes should cure.

Your use of these great powers, for the first time conceded in this State, is yet more vital since it is a long step toward the end of an old and vast wrong, the total disfranchisement of a majority of the grown people of the Empire State, merely because of their sex; a wrong whence spring much crime, pauperism, taxation and other public ills. Your presence at the school meetings Oct. 12, 1880, will do much to destroy false impressions, and to convince the public of the importance of doing away this unjust and unconstitutional disfranchisement.

Come then, women voters of New York, to every school-house on that day! Read meantime the school-laws of your State, which any lawyer can show you; visit the schools, and observe their condition. Thus prepared, show that you can value and use political freedom, and so help New York lead the world to full liberty and civilization.

CLEMENCE S. LOZIER, M.D., Chairman Woman Suffrage State Committee.

JAMES K. H. WILCOX, Secretary (208 Broadway, New York.)

LILLIE DEVEREUX BLAKE, President State Woman Suffrage Society.

MATILDA JOSLYN GAGE, Vice-President at Large.

HELEN M. SLOCUM, Chairman Executive Committee.

## Truancy.

Truancy is probably the worst evil of school life, involving as it does the acting of a lie, and thus re-acting upon the moral character of the child. Any one will admit that the child who will act a lie is no better than he who tells one. How to overcome this evil of truancy, is one of the great problems of all large schools. It is a fact that many parents wink at the delinquencies of their children in this respect.

Truancy is promoted in this way: Many parents are exceedingly restive under the just requirements of the school in the matter of excuses for absence. When teachers, in the proper discharge of their duties, seek for some reasonable excuse for the pupil's absence, they are virtually (if not in so many words) told by the parent, it is none of their business.

Right thinking people are desirous that their children be held to a strict accountability; but parents in their hurry dislike to take time for writing excuses, and frequently express their impatience in terms not too complimentary to the teacher. Pupils soon learn how much annoyance the writing of excuses is, and it is an easy way out of the difficulty to write them themselves. Thus many a boy has taken his first lesson in forgery. Having learned how easy it is to pass muster in the way of excuses, it is but a step to truancy, as the truancy can be so easily covered by a forged excuse. If some parents were aware how much deception is practiced by their children, as soon as they are able to write, they would be greatly alarmed.

We invite attention to the change of address. We are now at 28 East 14th, and here we invite our friends. We have School Supplies and invite Correspondence concerning your needs in that direction. Our Educational Agency is to be unexcelled—complete in all particulars.



## FOR THE HOME.

## Digging His Own Grave.

"Ha, ha," and I turned around. "Ha, ha, ha," there stood a jolly looking fellow, and behind him were three others, they had all come up from a wine cellar and had evidently been drinking heavily. I looked again; there was something familiar in the face, and it took me some time to go back in my memory and a quiet home where I had seen Warren Fairly when a boy. But I was puzzled by his present surroundings. Where was his father and mother, sisters and brothers? But I was in haste, the train went at six o'clock, and I was late, so I pressed on.

In a few days I was passing the wine shops again, and Warren Fairly emerged again. This time his face was flushed and he was in no mood to cry "ha, ha." I spoke to him, and he recognized me. I learned he was doing business in the city, and from time to time I saw him for several years, and all of that time he was steadily digging his own grave. The sextons say that one hundred shovelfuls of earth will make a deep grave. Let us see how Warren Fairly performed his task.

He threw up the first shovelful when he began to smoke—it made him thirsty, it brought him with those that set a small value on life, and so he entered the wine shop; the first time only to accompany some friends. But soon he was persuaded out of his scruples. "Have a glass of beer, Warren, it will do you good. Come, now, Mr. Nonsense, pour him out one, I say."

And, half ashamed, the second spadeful was dug out of his grave. He had no liking for beer, but his companions had, and soon for want of backbone he became a daily consumer of beer.

The grave grew deeper and deeper; sometimes the work would seem to stop for months, then it was resumed with great activity. He married and was in a pleasant home; children were around him and the grave was neglected; then he took in a partner who was a drinker of whiskey, and the grave began to grow deeper. Like the ship that is drawn into the maelstrom he was drawing nearer the spot where he would be finally laid. Endowed originally with a powerful form, he stood the poison of tobacco, beer and whiskey remarkably.

One night when partially drunk he attempted to get on a horse car and was knocked down, and could just crawl to a pile of lumber near by. Here he lay while a storm came up and drenched him to the skin. He was next laid up with a heavy cough—the grave is getting deeper rapidly. The physician says he must be careful or he will not last long. He rests his poor body for a few weeks, and again he is out of doors; the sun shines again on him, the cool breeze blows again on him. He feels the love of life springing up in him and he resolves he will now throw away his poisons. His companions meet him and insist upon "treating" him—so glad to see him round again, you know. The bar-keeper smiles upon him, and the landlord shakes his hand.

"You want a little good whiskey to set you up," says one.

And the poor fellow believes it, and—the grave's deeper.

A few months elapse—he struggles to give up his habits, he yields, he struggles, he yields, and it is now only a question of time—for he is a doomed man. The grave is nearly done. For he went to the whiskey shop but a few nights ago and they were obliged to carry him home.

"Fairly is 'bout used up," says the landlord.

"Yes," says one who has been his tempter year after year. "he won't last much longer."

There is the doctor's carriage at the door this morning, and it stays a good while. Friends came to see a poor broken down man; but the bar-keeper and the fellows who joined in the "ha, ha," they do not enter.

That must have been his last work on his grave, for see there is the hearse, and it drives slowly away. Let us follow. They cover the coffin with earth, they put up a headstone and on it is a name. What shall be the maxim? Shall it be "How blessed the righteous?" "When the eye saw me then it blessed me." No, none of these. Write this to catch the eye of those who pass.

"Here lies one who dug his own grave."—*Scholar's Companion.*

## Catacombs.

By J. L. M.

Catacombs, taken in their general signification, are subterranean chambers formed generally in rock, which is soft and easily excavated. They are found in almost every country where such rocks exist, and in most cases probably originated in mere quarries, which afterwards came to be used as places of sepulchres for the dead, or hiding places for the living.

The most celebrated Catacombs in existence are those on the Via Appia, near to the city of Rome. To these dreary caverns it is said the early Christians were in the habit of retiring in times of persecution, and in them were buried the saints and martyrs of the primitive church. It is also believed

that they were used as burying places by the pagans. They consist of long narrow galleries, usually about eight feet high and five wide, which have a zig-zag course like those of mines. Dr. Durbin in his "Observations in E-rope," says his guides told him that they have a length of twenty miles; yet six only have been ascertained to exist, and of these many portions are said to have fallen in or become dangerous.

When Rome was besieged by the Lombards in the eighth century many of the Catacombs were destroyed.

Catacombs are found at Naples closely resembling those at Rome, being in many parts literally covered with Christian symbols. Here Art has found her way, and in one large vaulted chamber there are found paintings, which have retained a wonderful freshness, considering the time and dampness of the situation. Catacombs are also found in Greece, Asia Minor, Syria, Persia and Egypt. Those of Paris are second to those at Rome. These were formed by excavating building stone, and are said to extend under one sixth of the city.

The suggestion of converting them into receptacles for the dead was made by a police officer, in 1785, and it was favorably received, from the necessity of removing the vast accumulation of bodies from the cemeteries of the city. The work was performed at night; the bones were conveyed in funeral cars followed by priests chanting requiems for the dead, and were precipitated down a perpendicular shaft into the quarries below. The contents were rapidly augmented by the massacres of the "Reign of Terror."—*Scholar's Companion.*

## Camping Out.

By FRANK WILSON.

We determined to spend a part of our summer in the woods, and so a party was organized; it consisted of eight persons. In July we started for the Adirondacks, taking the "Daniel Drew" to Albany and the New York Central railroad cars to Fonda; then the Gloverville railroad cars to Northville, and then the stage to Sageville. Here we are close by two of the numerous Adirondack lakes—Lake Pleasant and Round Lake. Next, we get a team to take us over to Lake Piseco, and of course we stay with Daniel Rudes—for it is about the only house on the lake. Here we make our final preparations for going into the wilderness. We hire a guide, who is to show us the way, and cook and generally help make us comfortable. We get a boat and put it and all of our supplies on a wagon, and off we go. Here is a list of the things we carried: a bag of hard tack, a bag of flour, ten pounds of salt pork, twenty of corn (Indian) meal, two hams, five pounds of butter, twenty of sugar, five cans of condensed milk, salt, pepper and a bag of potatoes. Each had an old overcoat and a stout blue blanket. For cooking-utensils, each had a tin plate, a knife and fork, a cup and spoon; then there was a coffee pot, a spider and a tin pail or two. These were all put into a small trunk, so as to be easily carried.

The road is very rough, in fact there is, after a few miles no road at all to our eyes, but the guide seems to see one. He goes ahead with his axe and cuts a tree here and there, and the horses clamber over logs as though they were used to it. Noon finds us in the dense woods and we stop and watch the guide get the dinner. He builds a fire and puts on the tin coffee-pot half filled with water, then he slices off some pork, counting a slice for each of us; he puts some water in an iron spider and when it is hot, puts in the pork, and when it boils says "that is freshened enough, I guess," throws away the water and puts in the pork again—this time to fry.

We dip our "hard tack"—that is, crackers—in the coffee, and the pork we cut on our tin plates, and thus our first "camping out" meal is taken. We enjoy it amazingly. The guide washes the dishes by wiping them with green leaves. As he is an important character, we describe him as a tall, severe-looking man by the name of Mr. Benjamin Lenbo; we began to call him Mr. Lenbo, but it fell off to "Lenbo" in a day or two, and he was not severe or cross at all—only looked so.

Night found us still in the woods, and so we camped by the side of a brook; the horses had some hay and oats, brought in the wagon, and we had pork, coffee and hard tack, and slept on some boughs—and capitally, too. We talked about panthers, but Mr. Lenbo said "pahaw, boys," and we never waked up until broad daylight.

We reached Hemlock-lake the next day and the team went back. Our boat was launched and some began to fish, others helped Lenbo build the "camp." It was done in this way: two trees were selected with forks in them about twelve feet from the ground, and a ridge-pole put across, then other poles were leaned against this pole to make a roof; on these were put branches having large green leaves on them in such a way that they acted like shingles. It took us two days to finish our camp. When it was done we felt quite secure against storms, though one of the boys said it would "leak like a sieve." It proved, however, able to stand a heavy rain. Lenbo said the best roofs are made of birch or hemlock bark.

We chose every day a boy as chief assistant. He fetched water and cut wood. Lenbo undertook to keep us supplied

with fish or game. He went out on the lake early in the morning and generally got fish enough for breakfast; at that time the lake was covered with a white mist very beautiful to see. During the day we went out on the lake or up the crooks, and generally took all the fish we needed. Sometimes we were lucky enough to shoot some ducks or partridges. In this case Lenbo made a potpie, for we had some baking-powder—then we gave ourselves up to feasting. Sometimes we cooked our trout by sticking it on the end of a long stick and holding it in the fire, or by pressing the stick into the ground the trout would attend to his own roasting: some hung a piece of pork so that the gravy would drip on the fish and season it. We stayed here just three weeks and then the wagon came up for us and all went to spend a week at Mr. Rudes', on Piseco lake. We had all grown stronger, browner and heavier; one of our number had gained eight pounds during the three weeks. The cost of this trip was not large:

For supplies \$12.00; wagon and boat, 10.00; guide, 50.00—\$72.00; or \$3.00 for each per week.

Some, who have had experience, take no guide but do their own work; in this way the expense is generally reduced to about one dollar per week. This does not include the cost of traveling of course; that depends on the distance you go. Some get a tent and carry that, so as to be sure and be dry in a rain.

Pains should be taken to select a good place for camping. The ground should be dry, the beach should be one easy to get the boat up; and it possible have a spring of nice water near you. The beds should be of hemlock boughs and can be raised from the ground with a little trouble by driving forked sticks and laying poles across. There is no danger of "taking cold" because you sleep out of doors, as most people think.

In some places mosquitoes are troublesome; they may be kept away by building a fire outside of the camp that will give out much smoke; such is commonly called "a smudge." Some use pennyroyal, either buying the oil, or gathering the herbs. It is safe to take a piece of netting along to put over your bed.

The pleasures of camp life cannot be described; they must be tasted to be enjoyed. The bathing and rowing, the fishing and hunting, the story-telling, the sleeping in a dense woods with a blazing fire just outside, the profound silence, excepting the scream of a lonely loon in the far distance—all of these will be remembered for many years.

**RICH MEN AND WOMEN.**—If the four men who are supposed to be the most wealthy living, the poorest is the Duke of Westminster, whose income is set down at \$4,000,000 a year. Taking it at that sum, the amount which the duke can spend without encroaching on his capital is \$10,000 a day, \$450 per hour, and \$7.40 a minute. The next man in the ascending scale is Senator Jones of Nevada, whose income is valued at exactly \$5,000,000, giving him the right to spend, if he likes, \$10 a minute out of revenue. The head of the Rothschild family comes next, with the yearly income of \$10,000,000, and the yearly expenses which he can delay there-out are of course double as great as those of the senator. At the top of the list comes Mr. J. W. Mackey, with a revenue of \$13,750,000, which enables him to disburse \$3,500 a day, \$1,500 an hour, and \$25 a minute. The fortunes of the other three are insignificant if compared with this gentleman's wealth. For they were the growth of many years either of successful toil or of lucky speculation, or both combined. But Mackey was thirty years ago a penniless boy in Ireland, and now he is the owner of the richest silver mine that has ever been discovered.

The richest woman on the globe, Baroness Burdett Coutts excepted, is said to be Mrs. E. H. Green, wife of the vice-president of the Louisville and Nashville railway. She was the daughter of a whaling master of New Bedford, who owned a line of whalers. He died, leaving her an estate estimated at \$8,000,000. She lived, according to accounts, very prudently, to a point of closeness indeed. By the simplicity of her tastes and the restriction of her wants combined, she was enabled to add her large income each year to her capital, which, by steady accumulation, has grown to be about \$28,000,000. Her husband had an ample fortune when he married her, and he has so managed it that it has largely increased since. Persons in a position to know report their united income at from \$2,500,000 to \$3,000,000 a year, which, for a man and woman aged respectively forty-seven and forty-three, may be considered moderately comfortable. The wealthiest young women in New York city are the daughters of the late Commodore Garner, of the great calico printing works; they are reputed to be worth \$4,000,000 or \$5,000,000 each.

**CURE FOR DRUNKENNESS.**—The following is Dr. Unger's mode of preparing his celebrated remedy, and thousands have been cured by it. Take a pound of the best, quill, red Peruvian bark, powder it and soak it in one pint of diluted alcohol. Then strain it and evaporate to a half-pint. For a dose give a teaspoonful every three hours the first and second day, and occasionally moisten the tongue between the doses. The third day take a half teaspoonful every three hours. The next a little less, and so on. It takes from seven to thirty days to effect a cure.



## BOOK DEPARTMENT.

## NEW BOOKS.

**ELEMENTARY GEOGRAPHY.** D. Appleton & Co.: New York.

This little book will help along the educational revolution that is in progress. Most "elementary" books are such only in name; they are usually merely the materials of a larger volume, reduced in size some what, as the legs of the father's pantaloons are shortened for the son. The deadly sin of our education, teachers, books and all is mechanism. It has begun to be apparent that the direction, not the spirit of our education, is wholly wrong. Our elementary books have been the worst of all. The little primer that taught us,

"In Adam's fall  
We sinned all,"

might be tolerated, for the aim of the writer was to make a religious impression. But what shall be said of the writer of an "Elementary Geography" who plunges his little readers at once into the immense problems of cosmography—yes, even in the very first sentence, thus:

- Q. What is geography?  
A. A description of the earth.  
Q. What is the earth?  
A. A globe or ball?  
Q. What is the extent of its circumference?  
A. 25,000 miles.  
Q. How long is the diameter?  
A. About 8,000 miles.

The worse feature is that we ever endured this thing so long. And still worse, if possible, is the curious fact that there are so-called teachers who unblushingly declare this method a good one—because it is so thorough!

The "Elementary Geography" of D. Appleton & Co. begins on its title page with saying "Our lessons should start from the concrete." And it is not until we reach the 99th page that the pupil is introduced to the word "Geography." That is, it is reserved for the last utterance instead of the first.

Let the teacher of geography ponder on that Pestalozzian idea. If it is true, then the pattern geography is all wrong. But it is true, and the teacher who "puts brains in his work" (the artist Turner declared that the only secret of his painting, was that he mixed his paints with brains), must bear it in mind each and every hour of the day.

This "Elementary Geography" begins at the foundation. The first lessons are not lessons at all, but explanations concerning direction; "Point up—down—to the right—to the left. Point to where the sun rises. Point to where he sets. Name the direction in which the sun sets. Face the east, etc." In this way North, East, South and West are learned. This is the correct method. The child should learn what is at his own door, before he should be told about Africa. At least, common sense so teaches us.

Then comes Distance and Measuring. We are sorry to say that there are many school-rooms where cube root is taught, but where the modes of determining distance are never explained. The teacher is here rightly told to begin with the inch; to cut pieces of wood or paper of that length, and then put them together. The pupil is to be furnished with a foot measure, and exercised in measuring the books, desks, blackboards, etc., etc.

Next the pupil is shown how to draw a plan of the school-room, by first measuring the length and width, and then fixing on a scale as an inch to a foot, etc. Of course, this will take some time—and the teacher will get impatient, perhaps, and desire to have the children learn something about Constantinople; they can recite, and thus make a show, but that is really of little importance. Days will pass along and finally the children will have clear ideas of Distance and learn how space is filled with things, as hills, plains, mountains, rivers, lakes, and that these can be represented on paper and that such representation is called a map. They will be taught how to make maps themselves. This is, of course, contrary to the plan which has prevailed of buying maps ready made, and the teacher may have some difficulty in teaching how to represent the school-house, the church, and the town on the black-board, or on paper. If so, he must learn how; for the teacher must be a torch-bearer, casting light on the darkness in front of the pupil.

The only objection to be made to this "Elementary Geography" is that it will require a genuine good teacher to handle it. The "patent plan" was the easy one for the teacher. The questions were at the bottom of the page, and the text-book made everything handy. True, it made also lazy teachers and uneducated pupils—but one was too deeply concerned to complain and the other was too young to do so.

The subjects of climate and vegetation follow, then animals, then minerals, then occupations of men. And here we notice that the teacher is urged to take her pupils to visit factories and shops. Well, well, well! The "patent teacher" will say, "I cannot teach geography without all that trouble!" Just let me have the class. I will set them about two pages to a lesson, and they shall learn it word for word. None of these new-fangled ways for me." True. But we proceed and find this "Elementary Geography" gives very little for its pupils to learn. Up to the fifteenth page there are thirty lines to be learned, or about two lines to the page. The scholars cannot complain at this certainly, for the time required will be, as we estimate it, about three weeks. The "patent teacher" may possibly throw down the book and say, "I never can keep them occupied unless I can give them something to learn out of the book."

As we said before, the objection to the book and the only one so far, is that it will require a genuine teacher to teach geography after the style of the "Appleton's Elementary Geography." It may be that it will cause such to appear on the surface, if so, the publishers will prove to be benefactors of the children.

As we go on we find the teacher reads and explains about Government—the Jail, the Constable, the Poorhouse, the Collector, the Judge, etc., etc. We do not remember seeing any of these explained in any other geography, but they surely are proper topics for a real "Elementary Geography."

On the seventeenth page the pupil is told that "we live on the outside of a great body called the earth." From this he passes to his own State. And this closes the first part of the book.

The remainder of the volume deals with first the United States, and then North America, then South America, then Europe, then Africa, then Asia, and then Oceania. The United States is dealt with quite fully and the others quite briefly. Maps are introduced in which only the prominent features are given, so that the pupil is not confused by a multiplicity of names and things. In fact, those only are given concerning which some important fact is stated. The analytic method is used. The general features are stated, then the more special ones are brought to view.

It would be easy to find a great number of excellent features in this "Elementary Geography." The main ones are as we have stated above.

- (1) It is prepared in accordance with the principles of education.
- (2) It is based on a sound philosophy.
- (3) It proposes to develop, not to stuff the minds of the pupils who handle it.
- (4) Useful and not unimportant facts are placed before the child.
- (5) Geographical ideas and not merely geographical names are imparted.
- (6) The spirit of investigation is encouraged and this is about all that any teacher can do. The pupil who has a good teacher leaves the school desirous of learning more.

It has been hinted above that it will require a good teacher to use the book. This is true. And the publishers deserve credit for initiating what will be a reform among the teachers in the method of presenting geography. Generations of children have been ruined in the school room by the Messrs. Choak-em-Childs that fill the teacher's place, and many generations will be met by the same ruinous manner of dealing with mind. The mistake will go, for it takes long for philosophy to triumph over routine.

The typographical appearance of the book deserves praise. It is bound in cloth and thus has an element of permanence added. It is elegantly illustrated and the illustrations are of natural scenery or objects that strictly pertain to a geography. The maps are remarkably clear, every name is distinct. The geographical names are pronounced.

The features above enumerated constitute a volume that may rightly be called an "Elementary Geography."

## Among the Publishers.

## Baker, Pratt &amp; Co.

This firm have an elegant store on Bond street, into which they removed in the spring. The first story is devoted to a general book business, which is rapidly increasing under their hands: the second to school furniture, and here are samples of the most approved styles of desks, chairs, maps, globes, etc. A visit will repay any one and give a good idea of the progress of our schools in the matter of furniture. The Triumph Desk is probably as fine a desk as can be made, and here its excellent features can be seen in detail. The change of the furniture is in Mr. Galpin's hands—a gentleman favorably known among the teachers. We predict that a large trade will be built up by this enterprising firm in this new department.

On the third floor is the Fancy Goods department. And here one must stand surprised. Nearly every article has just been imported under the eye of Mr. C. D. Pratt, and it is but just to say that unusual taste has been displayed. Here are paint boxes, Bohemian inkstands, porte-monnaies of the richest kind, in fact they are the sole agents of Herrmann Lechmann of Off-nbach, who is known to make the finest in the world. Photograph and autograph albums charmingly decorated; some of these are as large as a family Bible. Fancy shopping bags and baskets of great variety. One cannot see these without thinking that art is taking a decided hold in America. No article but bears the stamp of an improved taste.

In addition the firm keep a full stock of all kinds of stationery goods.

J. B. LIPPINCOTT & Co. have a valuable list of educational works. Among them are Sanford's series of Arithmetics, Cutler's Physiologies and Worcester's Dictionaries—each well known to the schools of the country. In addition to these are Prantl's new text-book on Botany, a capital treatise, and the Pronouncing Geographical Gazetteer. This latter is a remarkable volume and is worthy to be in every library and every school. Then comes a list of dictionaries of ancient and modern languages and a great variety of text-books on various subjects.

JONES BROTHERS & Co. publish valuable historical works by Ridpath. His History of the United States is preferred by many teachers to any other, on account of the vivacity of its style and exclusion of unimportant details. They also publish a series of excellent arithmetics by Prof. Milne.

WILLIAM WOOD & Co. are well known as the publishers of a well known grammar, Brown's. That this has been adapted by New York and Brooklyn for use in their schools shown how it is esteemed here at home.

GEORGE LOCKWOOD publishes a series of writing books in the "Angular Hand" that is used considerably in the fashionable world; the "Robertsonian system of teaching languages," which has a deserved popularity. Mr. Lockwood is headquarters for German and French books of all kinds. Schools are supplied by him with a single volume or in quantity.

J. H. BUTLER & Co.—The Maps published by this firm are well known in every part of the civilized globe, almost. Mitchell's Maps are standard. The new series are remarkable for clearness, beauty and cheapness. The small series costs but \$10.00, the large costs \$20.00. This firm also publishes Reading Charts (thirty on a roller) and they are of remarkable beauty. They cost only \$5.00 per set. Charts of this kind are indispensable to primary classes.

PORTER & COATES.—This firm publish four very important works "Raub's Lessons in English" is commended by teachers as of most practical and valuable work. "Raub's Practical English Grammar" is a work that will take rank with any of the scientific treatises, and yet is easy to understand. This author has put forth some most valuable works on Arithmetic. "Scull's Greek Mythology" is a beautifully illustrated book, and is destined to a wide popularity. The "School Physiology" of Prof. Dunglison and Buckwalter's Speller are other excellent works by the same firm.

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HOUGHTON, MIFFLIN & Co. publish some volume that may be used for "Supplementary Reading" to good advantage. These are "American Prose," "American Poetry" and "Ballads and Lyrics." We have reference to these volumes before and now do so again with renewed emphasis, because the need of such reading is imperative and because these works meet that want. The teacher and scholar need handy volumes that will give some insight into literature, and at the same time interest them in it. In addition this firm publish other volumes, valuable for school purposes.

## Is it Possible.

That a remedy made of such common, simple plants as Hops, Buchu, Mandrake, Dandelion, &c., make so many and such marvelous and wonderful cures as Hop Bitters do? It must be, for when old and young, rich and poor, Pastor and Doctor, Lawyer and Editor, all testify to having been cured by them, we must believe and doubt no longer. See other column.—Post

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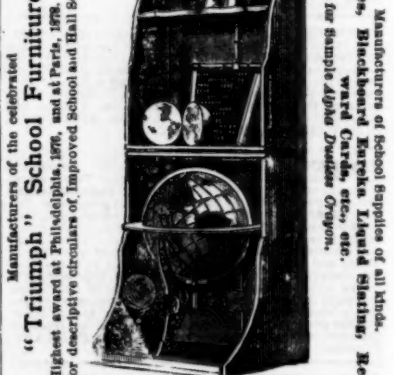
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